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# TEN DAY

# SHORTHAND

COMPLETE

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# "Ten Day Shorthand"

## (Complete)

THE DUDLEY SHORTHAND COMPANY
Publishers
132 Broad Street .·. Elizabeth
New Jersey

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JUN 26 1918

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# "Ten Day Shorthand"

DUDLEY SHORTHAND IS THE MOST IMPORTANT LABOR-SAVING DEVICE that the business world has seen in half a century. It is *NOT* an improvement upon any antiquated English system, nor upon any nonsensical system using vowels, *BUT* IT IS A BRAND NEW INVENTION, a *new process*, and a *complete revolution* in the art of writing sounds and syllables.

It is the result of seventeen years of experimentation, the persistent belief that a *PERFECT SYSTEM* could be invented to supplant the present-day shorthand parodies, and a determination to discover those new and perfect laws which must finally conquer any art.

Out of the haze of mistakes and nothingness, SHORTHAND PERFECTION HAS BEEN BROUGHT AND MADE TANGIBLE:— and I am proud to offer the world

**DUDLEY TEN DAY SHORTHAND!**

**GEORGE LAWRENCE DUDLEY**

**Author and Inventor of Dudley Shorthand**

# JUSTIFICATION FOR DUDLEY SHORTHAND

No man is justified in placing an inferior article of any kind upon the market. Unless Dudley Shortland is a *step in advance and can be readily proven such*, I am wasting the time of myself and others in placing it upon the market.

Heretofore there has been no such thing on the market as an *ideal system of shorthand!* An ideal system of shorthand must be sufficiently brief in its fundamental principles for those principles to prevail thruout the development of the system without change or alteration: There must be only a very few basic rules and there must be absolutely no exceptions to any rule: The pupil should learn only what is in logical accord with the fundamental principles and should not be called upon to UNLEARN anything: All vowels must be omitted: All consonant strokes must be of the same length: Wordsigns must be so few as to scarcely exist and then based solely upon the alphabet: It should be possible to write most words with one stroke only, and where that is not possible, two strokes should be sufficient for ordinary words: Where two or more strokes are joined, angles should be sharp.—Such principles would produce the maximum amount of speed and legibility with the minimum amount of mental and manual effort.

Now ask any shorthand teacher, author or expert, if there is such a thing as an *ideal system* based upon the above quoted needs, and he will tell you "NO!" He will tell you that such a system has never been invented and likely never will be:—he will tell you that the world is actually praying for such a system:—that such a system would be a GODSEND to the pupil, the teacher and the business world in general!

NEVERTHELESS DUDLEY SHORTHAND is exactly that ideal system! Dudley Shorthand is the only system of "shorthand" worthy of being called "short!" *It does not have to be studied*—it merely has to be learned: when you have examined Dudley Shorthand and learned the *theory*, you have at the same time mastered the *practice*, for *theory* and *practice* are one and the same in Dudley Shorthand—and *theory* is neither shamed nor mutiliated by *practice!*

I am proud of the fact that Dudley Shorthand requires only one-tenth the printed space for a complete exposition that the antiquated systems require. Those systems which require 200 pages or more, simply confess to any right-thinking person that the last half to nine-tenths of those pages are utterly absurd and vain attempts to shorten and butcher the outlines and thus gain the "speed" that their fundamental principles *should but do not possess!* (See Gregg Shorthand Manual, Lessons Nine and Ten!

Learning Dudley Shorthand is fascinating, no matter whether you read the book for a pastime, or expect to make shorthand your life work. You can completely master the theory and practice of Dudley Shorthand in a week's time at odd moments in your home, and the United States Government will pay you $100 per month as soon as you are competent and can write 100 words per minute. That is a fine return for your money, considering you can buy the complete manual for $1, or can take the entire course by mail or in night class for $10. For further information or instruction, address, DUDLEY SHORTHAND COMPANY, 132 Broad St., Elizabeth, N. J.

# LESSON I A

## THEORY

Shorthand is the art of writing the sounds of words by the briefest strokes, characters or outlines.

## PRACTICE

The practice of shorthand cannot be successfully pursued unless speed is at the immediate command of the stenographer at all times. Speed can only be obtained and retained (the latter being the more important consideration), thru briefness of outline and simplicity of fundamental principles. Memory is treacherous, and, if overburdened by the complications of a lengthy shorthand system, it will utterly fail the stenographer at crucial moments.

## PRINCIPLES

### CONSONANT OUTLINE WRITING

The first principle of speed writing is the immediate elimination of all useless sounds or strokes, retaining nothing but the bare skeleton of the consonant outline:

Thus, in the word "cat," we omit the vowel and write merely the consonant sounds which are "kt." As "c" has the sound of "k" in some words, and the sound of "s" in others, "c" is therefore expressed by either "k" or "s" according to sound.

Example:—The word "fence" is expressed by the consonant outline "fns," "trance" by "trns," "France" by "Frns," "chance" by "chns," "call" by "kl," "mace" by "ms," etc.

In the writing of a word containing a double or repeated consonant, such as "tt," "ll," "ss," etc., a single consonant is written only, the repeated or second consonant being always omitted.

Example:—The word "matter" is expressed by the consonant outline "mtr," "fell" by "fl," "tell" by "tl," "mess" by "ms," "stress" by "strs," "patter" by "ptr," etc.

In the writing of a word containing either silent vowels or silent consonants, only the consonant outline which is sounded must be written.

Example:—The word "guess" is expressed by the consonant outline "gs," "freight" by "frt," etc.

In the writing of words where "g" has the sound of "j," the "j" stroke must always be used.

Example:—The word "German" is expressed by the consonant outline "Jrmn," "germ" by "jrm," "margin" by "mrjn," etc.

Any word must be written according to the proper sound of it, rather than the spelling of it.

Example:—The word "soldier" is expressed by the consonant outline "sljr," "laugh" by lf," "draught" by "drft," etc.

WORDS USED IN SENTENCES are expressed by the bare consonant outline precisely as above explained.

Example:—The sentence "We were there" is expressed by the consonant outlines "W wr thr." It will be seen that "W" stands for the word "We," "wr" stands for "were," and "thr" stands for "there."

The sentence "He may be there" is expressed by "H m b thr."

The above may seem slightly difficult to the beginner—but that is solely because it is an entirely new idea to him—in practice it is extremely simple and easy.

# LESSON I B

## OUTLINE WRITING—CONTINUED

### WRITING IN "POSITION"

In all the *examples* on the preceding page of "Consonant Outline Writing," it will be noticed that either the vowel sound of "e" or the vowel sound of "a" is used—those outlines are, therefore, written *on the line*, which is termed, "*Second Position.*"

Since all vowels are omitted from the consonant outlines in shorthand (and no system of shorthand can be written speedily otherwise), it becomes advisable to indicate by some method the vowel sound so omitted. This is accomplished by writing the consonant outline in one of three positions: thus, consonant outlines omitting the vowel sounds of either "i" or "o" are written above the line of writing in *First Position;* consonant outlines omitting the vowel sounds of either "e" or "a" are written on the line of writing in *Second Position;* and consonant outlines omitting the vowel sounds *other than* "i," "o," "e" or "a" are written thru the line of writing in *Third Position.*

Thus we find that the consonant outline "kt" is written above the line in *First Position* to indicate the word "kit" or "cot"—on the line in *Second Position* to indicate the word "cat" or "Kate"—and thru the line in *Third Position* to indicate the word "cut" or "cute."

Likewise the consonant outline "pt" stands for "pit" or "pot," when written above the line in *First Position*—"pet" or "pat" when written on the line in *Second Position*—and "put" or "pout" when written thru the line in *Third Position.*

Example:—The following words are written above the line in *First Position*, because either the vowels "i" or "o" are omitted from their consonant outlines:

Mile, *ml;* style, *stl;* goat, *gt;* coat, *kt;* float, *flt;* gloat, *glt;* go, *g*, etc.

The following words are written on the line in *Second Position*, because either the vowels "e" or "a" are omitted:

Trail, *trl;* mail, *ml;* sail, *sl;* certain, *srtn;* relieve, *rlv;* pet, *pt;* pail, *pl*, etc.

The following words are written thru the line in *Third Position*, because either the vowels or diphthongs "u," "oi," "ow," or "oo" are omitted:

Toil, *tl;* fuel, *fl;* new, *n;* presume, *prsm;* flowers, *flrs;* coil, *kl;* cow, *k*, etc.

Examples in sentences:—The sentence, "Shall we toil this night to pick flowers?" is written:

*Shl w tl ths nt t pk th flrs.*

In this sentence it will be seen that the words "this," "night," and "pick," are written in *First Position* above the line of writing; that the words "shall," "we," and "the" are written in *Second Position* on the line; and that the words "toil," "to," and "flowers" are written in *Third Position* thru the line.

The pupil should practice similar words and sentences. When you have mastered the above, you have *completely mastered* the theory of *shorthand speed writing.*

# LESSON 11 A

## SHORTHAND CONSONANTS

(See Chart (a), Page 16)

| Stroke No. | | Name | EXAMPLES IN WORDS | | | |
|---|---|---|---|---|---|---|
| 1 | K | Ka | as Kate | Kite | | |
| 2 | G | Ga | as Gate | Goat | | |
| 3 | P | Pe | as Pate | Pot | | |
| 4 | B | Be | as Bait | Bight | | |
| 5 | F | Fe | as Fate | Fight | | |
| 6 | V | Ve | as Vague | Vogue | | |
| 7 | H | He | as Heat | Height | | |
| 8 | Y | Ye | as Yet | Yoke | | |
| 9 | S | Es | as Sea | Sigh | | |
| 10 | Z | Ze | as Zero | Zip | | |
| 11 | W | We | as Wait | Wit | | |
| 12 | Wh | Whe | as Whet | Whip | | |
| 13 | J | Ja | as Jade | Job | | |
| 14 | Ch | Cha | as Chap | Chop | | |
| 15 | Sh | Ish | as Shape | Shop | | |
| 16 | Th | Ith | as That | Thick | | |
| 17 | L | La | as Late | Light | | |
| 18 | M | Me | as Mate | Might | | |
| 19 | N | Ne | as Neat | Night | | |
| 20 | R | Ra | as Rake | Ripe | | |
| 21 | T | Te | as Take | Type | | |
| 22 | D | De | as Deep | Dope | | |

Now that you have learned the principles of *consonant sound writing* as explained in the preceding lesson, you will be able to write simple words in *shorthand* by applying the same *principles*, just as soon as you learn the *shorthand alphabetical consonant strokes* shown in the chart on the left margin of this page, and also shown in chart (a) on Page 16.

Notice there are 22 consonant strokes all exactly ¼ of an inch long. The seven strokes expressing G, B, V, Y, Z, Wh and Ch, are written *heavy or shaded*, while the rest of the strokes are written *light* or *unshaded*. The first 16 strokes are written downward as shown; the next 3 strokes expressing L, M, and N are written *horizontally forward;* and the last 3 strokes expressing R, T and D are written *forwardly* and *slanted upward* at an angle of 30 degrees. The name of each stroke follows it together with two examples of its use in words.

The pupil should practice and learn these 22 strokes thoroly, *being careful* to preserve the length, slant, form, and shading of each stroke.

After the pupil has mastered the consonant alphabet he should carefully copy, write and study the *Examples in Words* and should especially notice the omission of the vowels and the "position" that the consonant outline is placed in to indicate the omission of such vowels.

# LESSON 11 B

## ALPHABETICAL PHONETICS

(See Chart A, Page 28)

On Page 28 will be found a complete table of *ALPHABETICAL PHONETICS and wordsigns.* The twenty-eight words printed in capital letters are wordsigns, while the remaining words on Page 28 are written solely according to sound writing and are therefore phonetics.

It is most important that the pupil carefully study and thoroly learn all the shorthand alphabetical characters and the words they represent when written in three different positions, all as shown on page 28. Until you thoroly master page 28, you cannot properly proceed with the rest of the system; but when once you have mastered it, the rest of the system will be easy and simple to you.

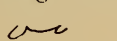
## THE PRONOUN "YOU" AND "I"

A small deep "hook" similar to the longhand letter "u," written vertically, or sitting up when alone, expresses the pronoun "you:" And a larger "hook," similar to the longhand capital letter "U," written vertically when alone, expresses the pronoun "I."

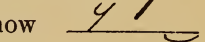
These pronouns "you" and "I" may be attached to a preceding or a following word for the purpose of speed where legibility is not sacrificed, and, when so joined to a preceding or following word, the pronoun "hook" must be joined in a reversed manner as it could not be otherwise properly read. Study the following examples:

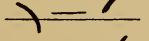
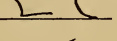
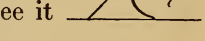
### EXAMPLES

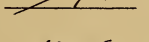
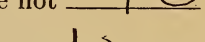
In Phonetics, Wordsigns and Pronouns

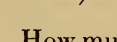
I see you
I know you 
I can see you

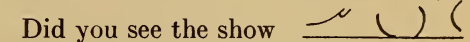
We know you
We see you
We can see you

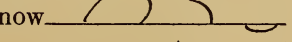
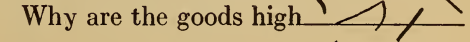
You may go
We may go
I can go now 

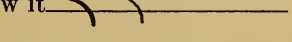
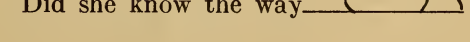
Who will go 
We will see 
You can see it 

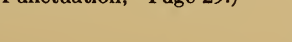
Roy can go 
Do it now
No I judge not 

I could eat
We could too 
Which way now

What did they do
How much are the goods 

Hugh may tie it 
Did you see the show 

Pay the way now 
Why are the goods high 

Who would sew it 
Did she know the way

(NOTE :—See " Punctuation," Page 29.)

# LESSON III A

## VOWELS

Altho it is absolutely necessary to omit the vowels in any system of shorthand before any degree of speed can be obtained, and, altho in Dudley Shorthand, vowels are expressed by the "*position*" of the consonant strokes, nevertheless vowels and vowel "*positions*" must be carefully studied and fully learned before it is possible to place the consonant outline in the correct "*position.*"

Vowels are placed when used, and at other times indicated, in *three positions:*

(1) First Position
(2) Second Position
(3) Third Position

When necessary to be written, vowels are expressed by dots and dashes (called "ticks") in their respective positions, thus:

### VOWEL POSITION CHART

| | short | long | short | medium | long |
|---|---|---|---|---|---|
| First Position Vowels | ĭ | ī | ŏ | ȯ | ō |
| Second Position Vowels | ĕ | ē | ă | ä | ā |
| Third Position Vowels | ŭ | ū | oi | ow | oo |

*First Position* Vowels are written *above* the line, thus:

Bit Bite Rot Wrought Wrote

*Second Position* Vowels are written *on* the line, thus:

Pet Pete Pat Caught Pate

*Third Position* Vowels are written *thru* the line, thus:

Cut Cute Coy Cow Coo

### EXAMPLES IN WORDS

Right Rate Root Rout Tuck Took

Ditch Patch Dutch Pitch Bid Bad

Bout Gout Pout Shout Shut Shot

Shade Shoot Hoot Rope Dupe Boot

Hit Hate Sheet Beet Boat Feet

(NOTE :—See Extra Vowel Rules in Lesson IXA.)

# LESSON III B

## VOWELS CONTINUED

In the following words where a long vowel preceeds a single consonant stroke it is well to write the vowel tick joined to the consonant stroke for legibility, thus:

Ada Abe Ache Ape Ace Ate

Ale Ail Heir Air Aide Aid

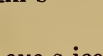
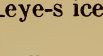
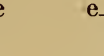
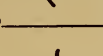
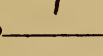
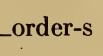
Eve Eat E'en Eke Ear Eel

Oak Oat Oath Ode Own Old

Ike Ire Oil Owl Oar Ore

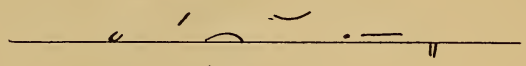
## VOWEL WORDSIGNS

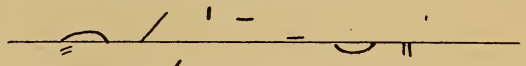
The following Vowel Wordsigns (also shown on Page 29), must be carefully studied and fully learned:

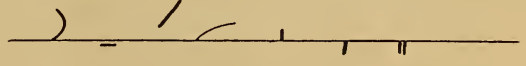
| | First Position | Second Position | Third Position |
|---|---|---|---|
| See Chart B on Page 29 | i ill-s | e el else | u ultimo |
| | i eye-s ice | e  ease-y-ly | u usual-ly |
| | o off | a  altho | oi  annoy-ance |
| | o  order-s | a ah all | ow h-our-s |
| | o  owe-s (over) | a  a | oo ooze-y-s |

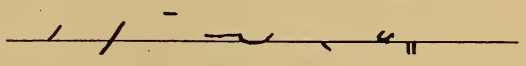
## EXAMPLES IN SENTENCES

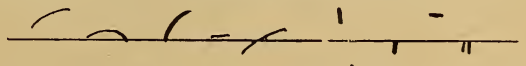
The ice oozes easily.

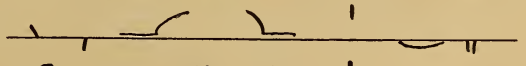
You owe me no ill-will. 

May can order ice easily now. 

They usually go at all hours. 

A good eye will not annoy you. 

It may be easy to order our ice. 

Altho hours late we will order now. 

On the 5th ultimo you can get orders.

# LESSON IV A

## LENGTHENING AND SHORTENING

(Refer to Charts (a), (b), (c), on Page 16)

All consonant strokes, shown in Chart (a), may be extended to *double length* as shown in Chart (b), to indicate a following "R";

And also be contracted to *half length*, as shown in Chart (c), to indicate a following "L", thus:

| | | | | | |
|---|---|---|---|---|---|
| | K key | | Kr care | | Kl keel |
| See Chart (a) | P pay | See Chart (b) | Pr pair | See Chart (c) | Pl pail |
| | F fee | | Fr fear | | Fl feel |

Most of the strokes in the charts (a), (b), (c), indicate more than one word, according to the vowel sound considered, but, in actual usage, this will not confuse the pupil. Learn the charts thoroly.

## EXAMPLES IN ONE SYLLABLE WORDS

whale fear wail fail tail pail sell

where nail heel reel veil yell near

share lair rare seer veer keel knee

chair jeer gray gale pair year dare

shell there jail mere mail deal tare

When written in all three positions, LENGTHENING AND SHORTENING automatically supply us with extremely brief outlines for a great number of words written entirely according to rule, as:

| See Chart | First Position | Second Position | Third Position |
|---|---|---|---|
| (a) | K Co. | K key | K coy |
| (b) | Kr core | Kr care | Kr cure |
| (c) | Kl coal | Kl keel | Kl coil |

## EXAMPLES IN TWO SYLLABLE WORDS

shelter pelter murmur fervor murder serve

whopper welter Warner curfew girder lurch

flicker purple compel helper future Jersey

Mercer baker poker caper defer maker

# LESSON IV B

## HOOKS

A small hook joined to a consonant stroke indicates "n," thus:

| See Chart | First Position | Second Position | Third Position |
|---|---|---|---|
| (d) | Kn cone | Kn cane | Kn coin |
| (e) | Krn crone | Krn crane | Krn crown |
| (f) | Kln Kline | Kln clean | Kln clown |

A larger hook joined to a consonant stroke indicates "m," thus:

| | | | |
|---|---|---|---|
| (g) | Km comb | Km came | Km come |
| (h) | Krm crime | Krm cream | Krm crumb |
| (i) | Klm climb | Klm claim | Klm column |

## HOOK WORDINGS

| See Chart | First Position | Second Position | Third Position |
|---|---|---|---|
| C | N on | N end (enter) | N unusual |
| on | N in | N an any | N until (under) |
| Page | M on-the | M am | M must |
| 29 | M in-the | M and-the | M until-the |

## HOOK EXAMPLES

| | | | | |
|---|---|---|---|---|
| "N" | tinder | define | refine | fender |
| affection | mention | pencil | tender | tinsel |
| detention | thunder | spender | render | hinder |
| attention | happen | Helen | pencil | mason |
| "M" | Temper | welcome | fumigate | became |
| temporary | bumper | jumper | gamble | claim |
| temptation | temple | compel | compete | homely |
| dumbwaiter | income | become | compile | lame |
| tempermental | comfort | crumpel | trumpet | dumb |

# LESSON V A

## CIRCLES

A small circle joined to a consonant indicates "s," thus:

| See Chart | First Position | Second Position | Third Position |
|---|---|---|---|
| (j) | Ks kiss | Ks case | Ks cuss |
| (k) | Krs cries | Krs craze | Krs cruise |
| (l) | Kls close | Kls class | Kls clues |

A larger circle joined to a consonant indicates "sz," thus:

| | | | |
|---|---|---|---|
| (m) | Ksz kisses | Ksz cases | Ksz cusses |
| (n) | Krsz crisis | Krsz creases | Krsz cruises |
| (o) | Klsz closes | Klsz classes | Klsz clusses |

## CIRCLE WORDSIGNS

| See Chart | First Position | Second Position | Third Position |
|---|---|---|---|
| C on | S is | S as | S us ous |
| Page 29 | Sz society | Sz system-atic | Sz success-ful |

## CIRCLE EXAMPLES

"S" Wise ties nose goes mice keys

eggs pays pies cows mess mace bays

base bass boys vice vase gaze lies

blameless joyless trespass music terms

fineness painless compass shows tries

"Sz" sassafras cessation praises bases

suspense suspend amuses cession races

scissors suspect sister sessile faces

flounces bounces traces refuses paces

trounces jounces cestus deduces laces

cesspool sustain places amasses vases

NOTE:—Circles may be used at the beginning, middle and ends of words.

# LESSON V B

## LOOPS

A small loop joined to a consonant indicates "st," thus:

| See Chart | First Position | Second Position | Third Position |
|---|---|---|---|
| (p) | Kst cost | Kst cast | Kst cust |
| (q) | Krst crossed | Krst crast | Krst crust |
| (r) | Klst closed | Klst classed | Klst clust |

A larger loop joined to a consonant indicates "str," thus:

| | | | |
|---|---|---|---|
| (s) | Kstr coaster | Kstr castor | Kstr Custer |
| (t) | Krstr chorister | Krstr craster | Krstr cruster |
| (u) | Klstr closter | Klstr claster | Klstr cluster |

## LOOP WORDSIGNS

| See Chart | First Position | Second Position | Third Position |
|---|---|---|---|
| C | St Sty stow | St stay | St stew |
| on | Str Strike | Str stray | Str strew |
| Page | | St east | St oust |
| 29 | | Str Easter | Str oyster |

## LOOP EXAMPLES

"St" Cost cast post past fist fast

most mist mast moist list lost last

best pest step stop stir store stare

style stale steel stole steer stutter

stone stick still crest blest digest

"Str" straight muster pastor bolster

strange strain faster stream straddle

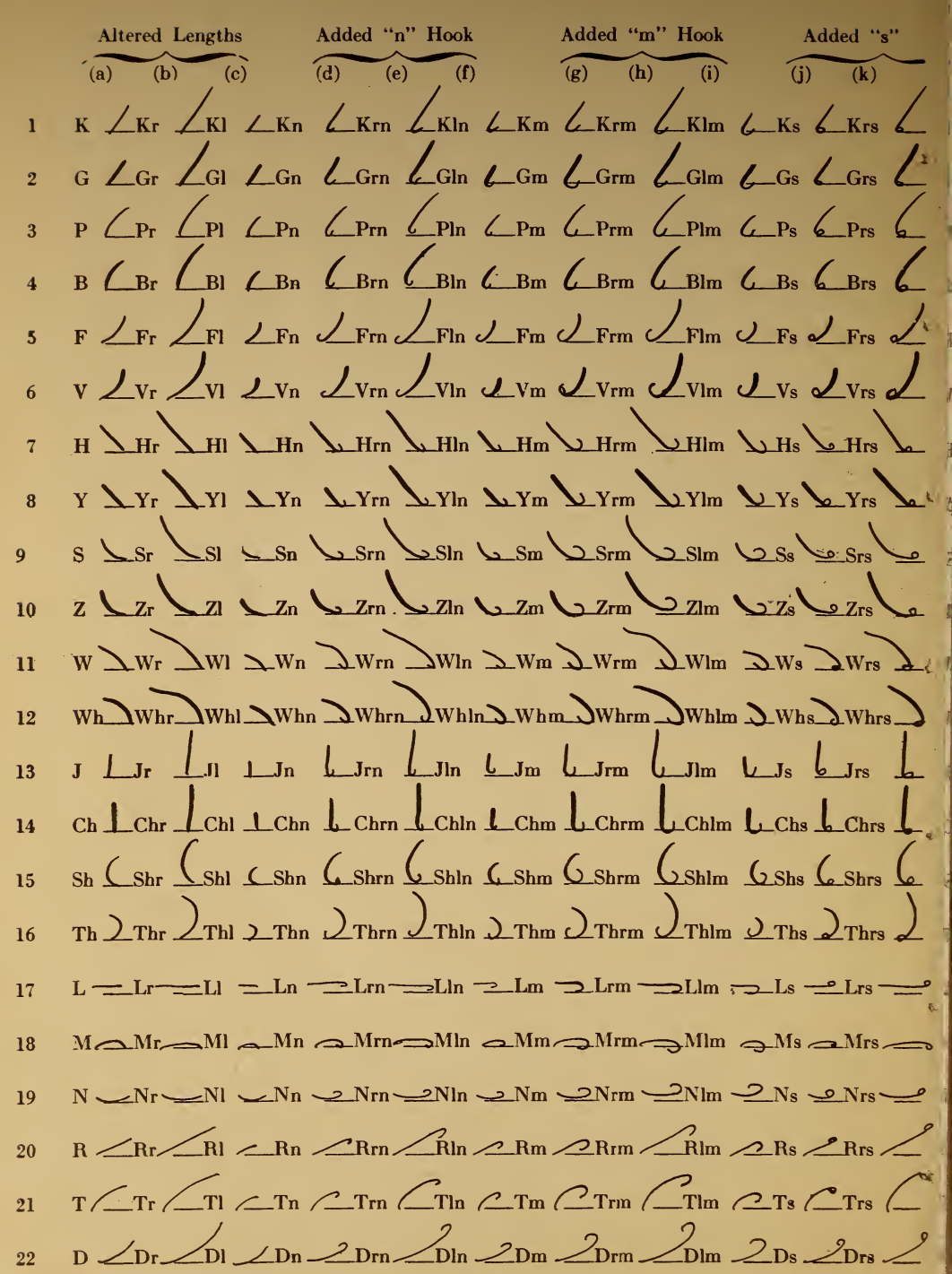
booster struck street strand stranger

blister strive master poster plaster

NOTE:—Loops may be used either at the beginning or end of words.

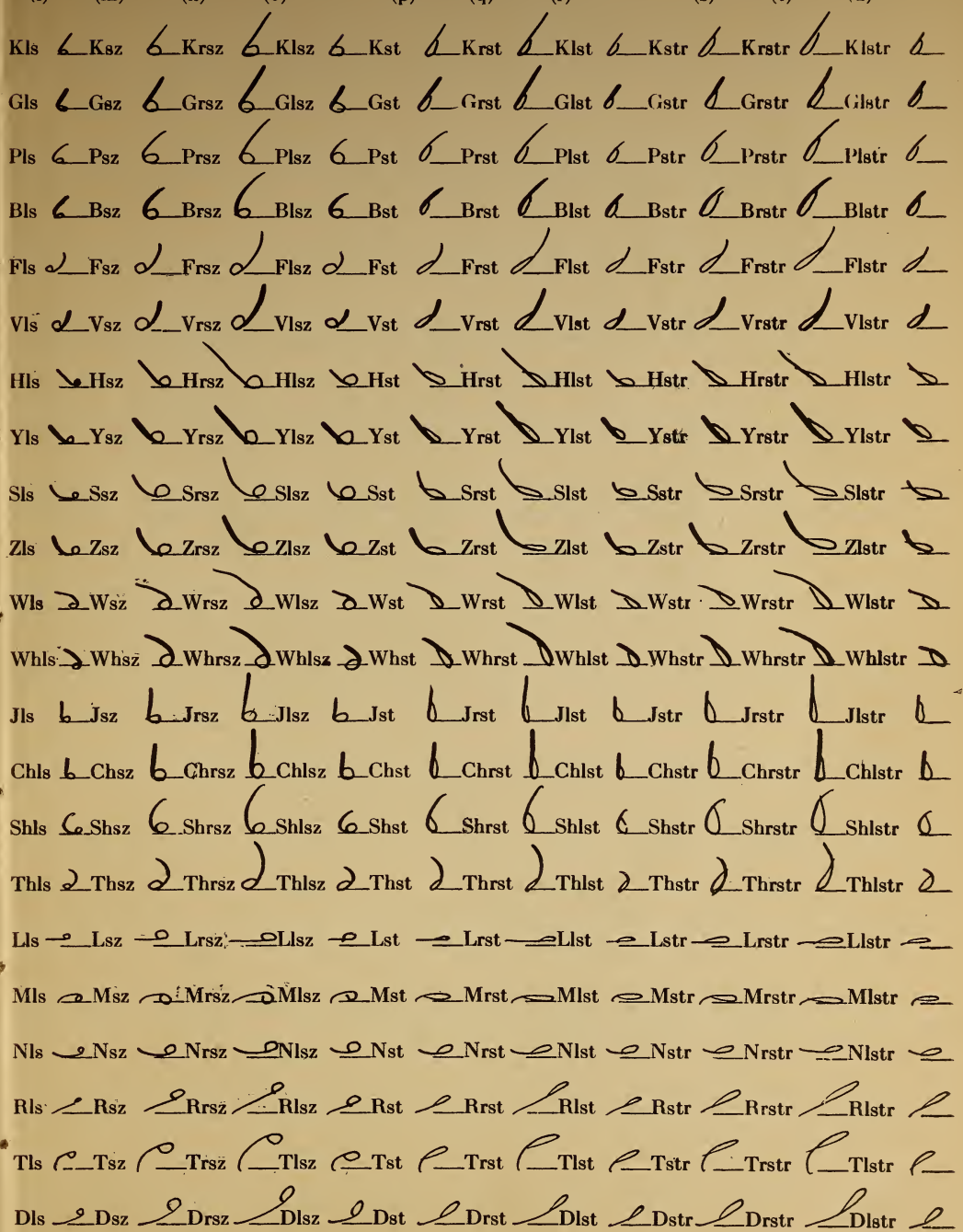
# MAGIC—

## ANY WORD IN THE ENGLISH LANGUAGE—



# —CHART

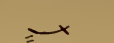
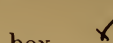
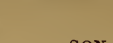
## —CAN BE WRITTEN FROM THIS CHART

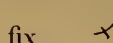
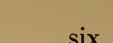


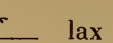
# LESSON VI A

## EX, EXES, AND EXEN COMBINATIONS

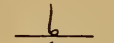
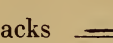
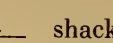
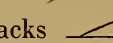
A small tick crossed at either end of a consonant stroke indicates "X", ("X" is only used in combinations with short vowels), thus:

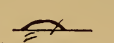
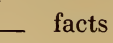
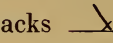
Knox  box  sox  fox pox

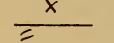
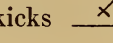
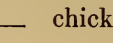
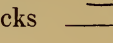
Dix fix  six  nix Styx

Max tax lax  vex crex

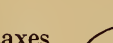
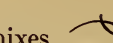
At the discretion of the pupil, it is permissible to use the sign "X" in combination with short vowels, especially short "a" and "i" even tho the longhand spelling is "cks," thus:

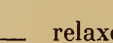
Jacks  lacks  shacks  racks whacks 

Macks  packs facts  hacks sacks 

Hicks  kicks  chicks  licks ticks 

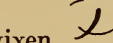
By crossing the end of a consonant stroke with a following "S" stroke, "exes" is indicated, thus:

Texas taxes  fixes mixes sixes 

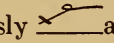
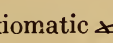
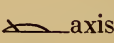
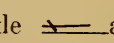
boxes vexes relaxes 

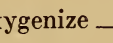
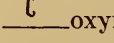
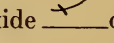
By crossing the end of a consonant stroke with a following "N" stroke, "exen" is indicated, thus:

Klaxon Maxon Paxon Saxon oxen

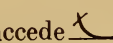
Flaxon vixen  Dixon

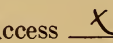
"X" at the beginning of a consonant strokes indicates "ax," "ex," "ox," "ux," and thus:

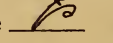
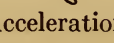
uxoriously  axiomatic  axiom axis  axle ax 

uxorious oxygenize  oxygen oxymel  oxide ox 

At the discretion of the pupil, it is permissible to use the sign "X" to express the sound of "ax" in the following words, thus:

accidental accede  accident accelerate accept

accessible access  accession accessory accent

acceptible acceptance accelerations  accidentally 

# LESSON VI B

## HOOK, CIRCLE AND LOOP COMBINATIONS

Hooks, Circles and Loops may be joined when desired, thus:

France Francis dance dances masters

bounce bounces pounce pounces castors

choicest juciest basest loosest posters

western cistern postern plasters testers

cousin poison prison boasters jesters

## FINAL VOWELS

In the following words and similar cases, final vowels are indicated by the use of a final consonant stroke to distinguish them, thus:

Sail bees tale keel mar

Sally Bessie tally Kelly Mary

Fill man moon buys sill

Philly many money busy silly

## OMISSION OF WEAK CONSONANTS

When two consonants are final in a single syllable, the weaker (generally the second) of the two consonants has but little value and it is advisable to omit it. The following come under this rule:

Omit "T" and "D" when final after "N," thus:

accountable account count spend spent

disappoint appoint point bend bent

pheasant pleasant friend find fund

ornament peasant meant mend dent

Omit "T" and "D" when final after "R" thus:

shortage chart short cart hard

mortgage smart heard part card

retort reward heart port lard

# LESSON VII A

## JOINED PREFIXES

(See Chart D, Page 30)

The "n" hook placed at the beginning of consonant strokes indicate the prefixes "an," "en," "in," "on," and "un," thus:

antique anchor answer announce anarchy

envoy envelope envy engage enjoy

induce incase invite ontology onus

onward onerous onset onslaught onyx

unload unnerve unravel ungainly onion

The "m" hook placed at the beginning of consonant strokes indicates the prefixes "am," "em," "im," "om," and "um," thus:

amber ample ambitious ampere ambush

ember empire embitter eminent employ

immense image imitate impair imp

omelet ominous omnipotant omnific omnibus

umpire umbrella umpirage umbrage umber

The "K" stroke joined before consonant strokes indicates the prefixes "can" and "con," thus:

canteen candle canvas candid canton

canister cancel cannon candor Canada

confuse conduse concert concord condole

console confess consort confirm condemn

The "au" vowel tick (see vowel wordsigns), stands for the word "all," and, when joined to a consonant stroke, expresses "al," thus:

alteration alderman all-hail almost

alterative alterable all-wise always

alternation alternate all-spice already

altar-cloth altercate almighty almanac

# LESSON VII B

## DISJOINED PREFIXES

(See Chart D, Page 30)

The "n" hook disjoined at the beginning of a consonant stroke indicates the prefixes "enter" and "inter," thus:

enterprise entertain interview interlude interval

interfused intervene intersect interfere interior

interweave interrupt interlock interboro intermix

The "n" hook disjoined but reversed indicates "under," thus:

underwrite understand undertake underdone Underwood

undervalue underscore undertone underhand undermine

underneath underbrush undersell undershot undersign

The "K" stroke disjoined before a consonant stroke indicates "contra" "contri," "contro," and "counter," thus:

contractor contradict contraction contrast

contributor contribute contrivance contrive

controller controversy contribution control

countersign counterpart counterfeit counterplea

The "F" stroke disjoined indicates "after," thus:

afterwards afternoon aftercrop aftermost afterwit

afterpiece aftermath afterclap afterthot afterall

The "D" stroke disjoined indicates "deter," thus:

detrimental determine detrude detrain detriment

deteriorate detrition deterge detract detergent

The "Ds" stroke and circle disjoined show "distra." thus:

distraction distribute distract district disturb

disturbance distortion distress distrust distort

# LESSON VIII A

## DISJOINED PREFIXES CONTINUED

(See Chart D, Page 30)

The vowel dot "i" disjoined indicates "ill," thus:

illiterate illusive ill-bred illness illume

illigible ill-nature ill-will illicit illegal

illustrate illusion illation illapse illude

The vowel tick "o" disjoined indicates "over," thus:

overwhelm overcome overture overbear oversee

overboard overcast overlook overdone overawe

overpower overalls overarch overshot overall

overheard overhead overdraw overdose overt

The "x" sign disjoined indicates "exter" and "extra," thus:

extraordinary exterminate extricate external

extravagance extraction extractor extract

extravaganza extraneous extremity extreme

extermination extradition extradite exterior

The "s" circle disjoined indicates "sub," thus:

subsistence substance suburban subsist sublet

subtracted subreption subsidy sublime subdue

subordinate submerse subside subsoil submit

subtrahend submarine subserve subject suburb

The "sz" circle disjoined indicates "super," thus:

superintendent superinduce supercargo supercede

superstitious superlative superfluity superb

supercilious superfluous supervise superfine

superstructure superintend superhuman superable

# LESSON VIII B

## JOINED AFFIXES

(See Chart E, Page 30)

The "Sh" stroke joined to a consonant is "ship," thus:

Friendship shipment troopship shipyard worship

shipwright hardship steamship shipmate reship

The "Sl" stroke joined indicates "self," and the "Sls" stroke joined indicates "selves, thus:

selfesteem selfmade yourself himself herself

yourselves themselves ourselves selfish itself

Final "mp" is expressed by the "M" stroke *shaded;* final "ng" is expressed by the "N" stroke *shaded;* and final "nk" is expressed by the "N" stroke *shaded* with the "K" stroke added; (the shading of these strokes may be omitted in speed writing if desired);—thus:

limp crimp tramp damp stamp

lamp cramp trump bump stump

sing singer sang sung song

sink sinker sank sunk tank

## DISJOINED AFFIXES

(See Chart E, Page 30)

A dot under the end of a word, especially in the case of a progressive verb, indicates the sound of "ing;" an "s" circle placed under the end of a word indicates the sound of "ings;" and an "l" stroke placed under the end of a word indicates "ingly," thus:

viewing showing seeing paying going

turnings showings feelings filings doings

pleadingly knowingly feelingly willingly smilingly

A small tick struck upward underneath the end of a word expresses the past tenses "ed," "ted," and "ded." thus:

demanded detected melted heated wanted

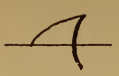
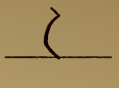
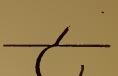
defended divested formed turned viewed

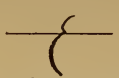
invested pretended divided parted mended

# LESSON IX A

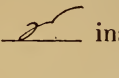
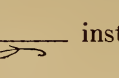
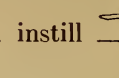
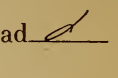
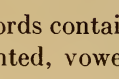
## UNUSUAL WORDS

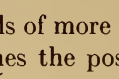
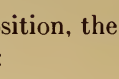
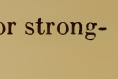
The stroke for "shr" is shaded to indicate the sound of "zhr" in the following words, thus:

treasure  leisure azure  glazier 

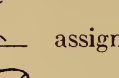
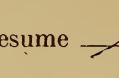
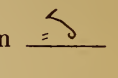
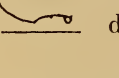
pleasure  seizure measure Frazier

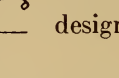
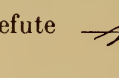
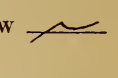
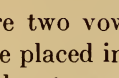
In the following few words beginning with "inst" and "instr" the "n" hook will be slighted, and sometimes omitted, before the "st" and "str" loops in speed writing; it is, therefore, advisable for the pupil to practice and become familiar with the speed forms of these words, thus:

instigate  instinct  instruct  instate  instep 

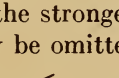
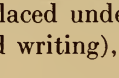
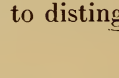
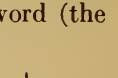
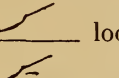
institute  instrument  install  instill  instead

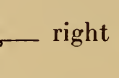
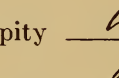
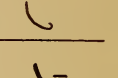
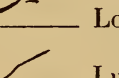
In words containing vowels of more than one position, the heaviest, or strongest accented, vowel determines the position, thus:

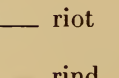
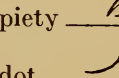
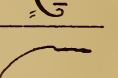
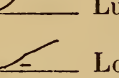
Pharoah  primer  assign  resume  Owen 

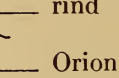
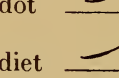
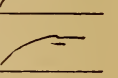
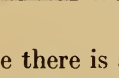
surmise  demise  design  refute  renew 

Where two vowel sounds are contained in the middle of a word, the word should be placed in position according to the stronger vowel, and the tick representing the stronger vowel placed under the word to distinguish the word (the tick may be omitted in speed writing), thus:

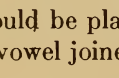
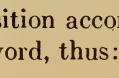
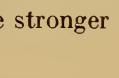
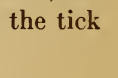
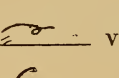
dory  loose  right  pity  sign 

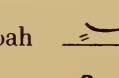
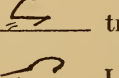
diary  Louise  riot  piety  Zion 

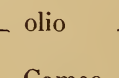
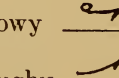
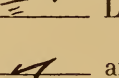
dearie  Lucy  rind  dot  trill 

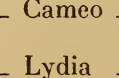
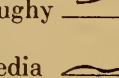
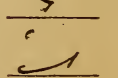
dairy  Louisa  Orion  diet  trial 

Where there is a combination of two vowel sounds at the ends of words, the word should be placed in position according to the stronger vowel and the tick for that vowel joined to the word, thus:

Messiah  via  Samoa  Noah  Allao 

Sapolio  trio olio  snowy blowy 

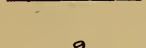
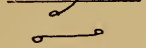
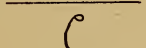
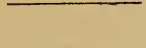
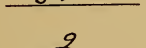
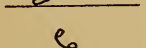
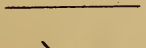
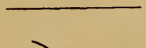
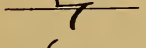
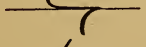
Romeo  Leo  Cameo  doughy showy 

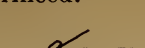
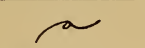
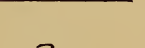
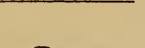
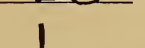
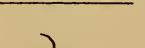
Arabia  area  Lydia  Media  India

# LESSON IX B

## PHRASES

Simple words and wordsigns may be phrased for speed provided legibility is not sacrificed.

as soon as
as rich as
as poor as
as easy as
as hard as
as well as
as sick as
as good as
as bad as
as high as
as low as
as many as
as few as 
as long as 
as short as 
as much as 
as little as
as fast as 
as slow as 
he will be 
it will be
we will be 
she will be 
can not be 

you are 
you are not
we are
we are not
they are
they are not
I am
I am not
he is
he is not
she is
she is not
it is
it is not 
I will 
I will be 
I will not
which will 
they will 
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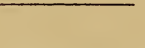
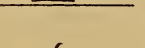
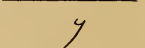
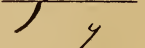
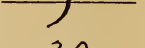
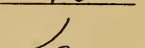
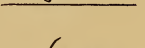
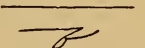
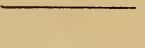
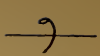
you will 
shall be 
could be
might be

Dear Sir:
Dear Madam:
Gentlemen:
Yours truly
Truly yours
Yours sincerely
Sincerely yours
Yours as ever
As ever yours
Yrs. respectfully
Respectfully yrs.
Your kind favor
Your kind letter
Your favor of 
Your card of 
30th ultimo 
16th instant
for instance 
ship instantly 
please ship me
return mail
long past due 
trusting to hear 
from you soon

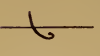
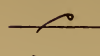
# LESSON X A

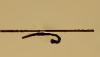
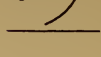
## MISCELLANEOUS

### COMPASS

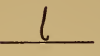
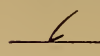
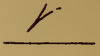
North East West South 

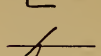
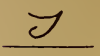
### DAYS

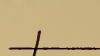
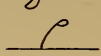
Sunday  Tuesday  Thursday Saturday

Monday  Wednesday Friday  Week

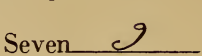
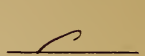
### MONTHS

January  April  July October 

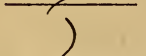
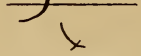
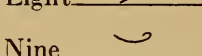
February May August  November 

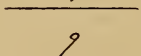
March June  September  December

### NUMBERS

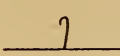
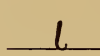
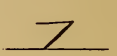
One Four Seven  Ten 

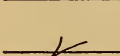
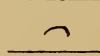
Two Five Eight Eleven

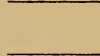
Three  Six  Nine  Twelve

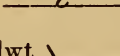
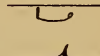
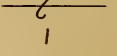
First Second  Third Fourth

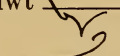
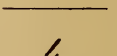
### MEASURES

Inch  Yard Chain  League 

Foot  Rod Mile  Degrees

Grain Pennywt. Ounce  Pound

Hundredwt  Ton Dozen  Gill 

Dram  Pint Quart Gallon 

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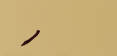
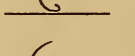
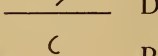
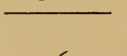
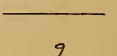
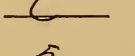
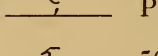
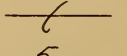
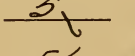
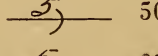
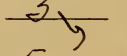
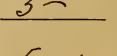
Cent Nickle Dime Dollar 

Penny  Shilling  Pound  Sovereign 

500  5,000  500,000  5,000,000

$5.00  $500.00  $5,000.00  $5,000,000 

# LESSON X B

## STATES AND CITIES

Alabama
Alaska
Arizona
Arkansas
California
Colorado
Connecticut
Delaware
Dist. of Col.
Florida
Georgia
Idaho
Illinois
Indiana
Iowa
Kansas
Kentucky
Louisiana
Maine
Maryland
Mass'setts
Michigan
Mississippi
Missouri
Montana

Nebraska
Nevada
N. Hampsh.
New Jersey
New Mexico
New York
N. Carolina
N. Dakota
Ohio
Oklahoma
Oregon
Panama
Pennsylvania
Rhd. Island
S. Carolina
S. Dakota
Tennessee
Texas
Utah
Vermont
Virginia
Washington
W. Virginia
Wisconsin
Wyoming

Albany
Atlanta
Baltimore
Birmingham
Boston
Bridgeport
Buffalo
Cambridge
Chicago
Cincinnati
Cleveland
Columbus
Dayton
Denver
Detroit
Fall River
Grand Rapids
Indianapolis
Jersey City
Kansas City
Los Angeles
Louisville
Lowell
Memphis
Milwaukee

Minneapolis
Nashville
New Haven
New Orleans
N. York City
Newark
Oakland
Omaha
Paterson
Philadelphia
Pittsburgh
Portland
Providence
Richmond
Rochester
St. Louis
St. Paul
San Francisco
Scranton
Seattle
Spokane
Syracuse
Toledo
Wash'n, D. C.
Worcester

# ALPHABETICAL PHONETICS

And a few Alphabetical Wordsigns, showing the meaning of alphabetical characters when standing alone or phrased. Word signs are shown in small capitals.

(See Lesson II B)

| Chart A | | First Position | Second Position | Third Position |
|---|---|---|---|---|
| 51 | K | KIND Co. | key CAN | cue cow COULD |
| 52 | G | Guy go | gay egg | GOOD-S |
| 53 | P | pie Poe | pea pay | up PUT |
| 54 | B | buy beau | be bay BEG | boy bow BUT |
| 55 | F | fie if | fee Fay | few |
| 56 | V | vie of | HAVE | view vow |
| 57 | H | high ho HOPE | he HAD | hew how Hugh |
| 58 | Y | YESTERDAY | ye YET | yew use |
| 59 | S | sigh | see | sue SOON |
| 60 | Z | so sew | say saw | sow |
| 61 | W | with wish woe | we way | woo WOULD |
| 62 | Wh | why whoa | what | who |
| 63 | J | Joe | edge age Jay | Jew JUDGE JUST |
| 64 | Ch | itch WHICH | each | chew ouch SUCH |
| 65 | Sh | shy sho SHIP | she ash shay | shoe issue SHOULD |
| 66 | Th | thy tho THIS | the they | thew thou |
| 67 | L | lie low LONG | lee lay WILL | allow Lou |
| 68 | M | my mow | me may | MUCH |
| 69 | N | nigh no | knee nay NOT | new now |
| 70 | R | rye roe or | are raw ray | rue Roy row |
| 71 | T | tie toe it | tea eat at | to too toy out |
| 72 | D | die DID doe | day AND | do dew |

## VOWEL WORDSIGNS

(See Lesson III B)

| Chart B | First Position | Second Position | Third Position |
|---|---|---|---|
| 51 | i ill-s | e el else | u ultimo |
| 52 | i eye-s ice | e ease-y-ly | u usual-ly |
| 53 | o off | a altho | oi annoy-ance |
| 54 | o order-s | a ah all | ow h-our-s |
| 55 | o owe-s (over) | a a | oo ooze-y-s |

## ADDED CONSONANT WORDSIGNS

(See Lessons 4B, 5A, 5B)

| Chart C | First Position | Second Position | Third Position |
|---|---|---|---|
| 51 | N on | N end (enter) | N unusual |
| 52 | N in | N an any | N until (under) |
| 53 | M on-the | M am | M must |
| 54 | M in-the | M and-the | M until-the |
| 55 | S is | S as | S us ous |
| 56 | Sz society | Sz systematic | Sz success-ful |
| 57 | St sty stow | St stay | St stew |
| 58 | Str strike | Str stray | Str strew |
| 59 | | St east | St oust |
| 60 | | Str Easter | Str oyster |

## PUNCTUATION

(Position as shown)

Chart F

| | | |
|---|---|---|
| 51 comma | 52 semi-colon | 53 colon |
| 54 dash | 55 period | 56 paragraph |
| 57 exclamation | 58 question | 59 capital (up) |
| | 60 parenthesis | |

# PREFIXES

(Prefixes do not have "position")

## JOINED

Chart D

51 N hook is "en"

52 M hook is "em"

(See Lesson VII A)

53 K stroke is "con"

54 au tick is "all"

## DISJOINED

(See Lesson VII B)

61 N hook is "enter"

62 N hook is "under" when reversed

63 K stroke is "contra"

64 F stroke is "after"

65 D stroke is "deter"

66 Ds stroke is "distra"

(See Lesson VIII A)

71 i dot is "ill"

72 o tick is "over"

73 x sign is "extra"

74 s circle is "sub"

75 sz circle is "super"

# AFFIXES

(Affixes do not have "position")

Chart E

51 Sh stroke is "ship"

52 Sl stroke is "self"

53 Sls stroke is "selves"

54 M stroke is "mp" when shaded

55 N stroke is "ng" when shaded

56 Nk stroke in "nk" with "N" shaded

(See Lesson VIII B)

61 . dot under the end of a word is "ing"

62 s circle under the end of a word is "ings"

63 L stroke under the end of a word is "ingly"

64 Td tick under the end of a word is "ed," "ted," or "ded"

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